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ABSTRACT

The curriculum guide is based on the Career Conscious Individual Career Education Model, designed to create career consciousness in students at all educational levels; to help them develop necessary life competencies, attitudes, and values; to assist them in visualizing possible careers; and to analyze and relate these roles to their present situations. Utilizing social studies and psychology curricula with several English, business education, economics, contemporary issues, and physical education lessons, the document centers on the model's four interrelated domains: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Objectives build on those of the elementary and intermediate grade levels to develop a positive self-concept, relate personal abilities to occupations, appreciate the value of work, and understand the relationship between work and a variety of factors. The main portion of the document (40 pages) presents activities and outcomes for the secondary level organized by subject area, domain, pertinent goal, and specific objective. (JB)

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CAREERS

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CE 003 811

Career Development Guide
Grades 9-12

MONTGOMERY COUNTY R-II PUBLIC SCHOOLS
MONTGOMERY CITY, MISSOURI

Produced in cooperation with the Research Coordinating Unit of The State Department of Education with funds provided through Section 10 , Vocational Amendments of 1968.

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FOREWORD

Few people would deny that education is in a state of flux. More and more young people are rejecting college in favor of work. As the realization becomes real in that college is not the answer for everybody, emphasis is being placed on career education and increasing pressure is being felt by administrators to bring career education up to the level of other types of education. There is some reluctance among teachers and administrators to incorporate career awareness in the elementary schools. One of the main reasons given for not spending time on career awareness is the already jam packed schedule of curriculum content that must be taught; however, career awareness can be incorporated into the schedule without sacrificing curriculum offerings. This can be done by integrating career awareness with various activities in social studies, reading, math and other areas of the elementary curriculum. During the middle school or junior high school years students should be given meaningful opportunities to explore career education.

These career education guidelines are an attempt to give teachers assistance in fulfilling this goal.

We are honored that the State Department of Education felt that we could perform this very meaningful task and we are grateful to the Montgomery County R-II teachers and others who so dedicated themselves to create these guidelines. We are also appreciative of the professional assistance which we received from staff members of the University of Missouri and to our Assistant Superintendent for Instruction, Mr. Benny L. Gooden, for his administrative leadership and momentum in seeing that this project was completed. Career education or career awareness is an absolute necessity if we are going to fulfil the needs of our young people in school during the seventies.

Howard E. Heidbrink

Howard E. Heidbrink
Superintendent of Schools

TABLE OF CONTENTS

Career Development Model vi

How?? to use the Guide xvii

1.0 Self-Knowledge and Interpersonal Skills

1.1 The individual will have an understanding and acceptance of self that will enable him to make life-career decisions 9

1.2 The individual understands that differences in attitudes, interests, abilities, and values affect life styles. 12

1.3 The individual will recognize the dignity and worth of himself and others. 14

1.4 The individual understands the interpersonal processes needed to get along with others and achieve personal goals 18

2.0 Knowledge of Work--Leisure

2.1 The individual will understand that education and work are interrelated. 20

2.2 The individual will understand that occupations and life styles are influenced by environmental variables. 24

2.3 The individual will understand that career satisfaction depends upon a harmonious relationship between himself and his work environment 28

2.4 The individual will understand the structure of the World of Work. 30

2.5 The individual will understand that there is a relationship between one's choice of work and the availability and the utilization of leisure time 34

3.0 Career Planning

3.1 The individual will understand that life career develops through direction and is a life-long process. 37

3.2 The individual will understand that abilities, aptitudes, interest and personality affect career planning and development 42

3.3 The individual will learn to accept full responsibility for his decisions. 45

3.4 The individual will understand the environmental influences which affect the selection of and training for his occupations 46

4.0 Basic Studies and Occupational Preparation

4.1 The individual will understand that he can learn to perform in a variety of occupations 49

4.2 The individual will recognize, that the school curriculum and other educational experiences are interrelated with his life career 50

4.3 The individual will have a marketable skill upon leaving the educational system. 52

CAREER CONSCIOUS INDIVIDUAL MODEL

During the past few years a number of career education models have emerged to fill the gap between career education need statements and the development of programs for implementing career education goals into our educational system. The sources of these models include the U. S. Office of Education, projects sponsored by the U. S. Office of Education, state departments of education, university personnel, and private research and development organizations. Model developers typically represent such fields as vocational education, guidance and counseling, curriculum development, school administration, teacher education, educational psychology and child development, or combinations of these areas. Some non-professional and advisory personnel also are involved in model construction, usually as members of committees with professional educators.

The models presently under construction are directed toward facilitating the development of certain valued behaviors. Such models project and speculate on what these valued behaviors are and then offer ways to facilitate the development of these behaviors. They create an idealized person or describe idealized characteristics of a person. For example, some models have interpreted Maslow's self actualization concept into a career life concept, e.g. "emerging career

Excerpts from Life Career Development Model, Career Guidance Counseling Placement Project, University of Missouri - Columbia, 1973.

identity" (California, 1971). Other models use the generalized concept of vocational maturity that has been extracted from theories of career development (Bottoms, 1971; Bailey, 1971; Herr, 1971). These concepts of emerging career identity and career maturity emphasize a continually developing individual.

The basic components used in models often reflect the interests of the builders. Model builders with vocational education backgrounds and interests tend to emphasize the world of work and occupational preparation; likewise, builders with a guidance and counseling orientation frequently stress self knowledge and career planning. Regardless of their genesis, all models provide for self knowledge. It is the amount of attention devoted to the world of work that seems to be most varied.

The developmental learning process is approached from one of two basic view points. The most common and most easily conceived approach assigns a single component and type of learning experience to a grade grouping (Bottoms, 1971; Bailey, 1970). This approach implies a 1, 2, 3, step sequence. This is an attractive procedure because it is concise and easily understood. The second approach emphasizes differing levels of functioning or learning and stresses continual development kindergarten - adult (Wisconsin, 1971; California, 1971; Gysbers and Moore, 1971). In these models some elements of all the model components are continually being taught in a sequential manner. While more sensitive to interactive effects and potentially more comprehensive, this approach is more complex and hence requires greater time and effort to design and develop.

Model builders generally use an objectives based approach to derive and implement their models. Behavioral terminology is used in most to

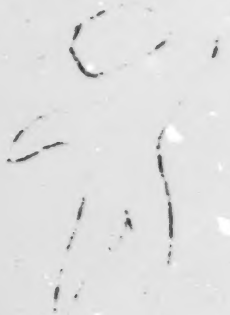
specify individual outcomes. This approach allows for the incorporation of evaluation procedures and accountability, and is an important feature in the development of a number of models (California, 1971; Herr, 1971; Gysbers and Moore, 1971).

The Career Conscious Individual Career Education Model, conceptualized by Norman C. Gysbers and Earl J. Moore, is an outcome orientated model designed to provide a comprehensive overview of the knowledge, skills and attitudes individuals need to facilitate their total devlopment. The model is designed to create career consciousness in all individuals at all educational levels, to help them develope necessary life competencies, attitudes and values, to assist them in visualizing possible life career roles and to analyze and relate these roles to their present situations. (See Figure 1).

> Included within the idea of consciousness is a person's background, education, politics, insight, values, emotions, and philosophy, but consciousness is more than these or even the sum of them. It is the whole man; his "head"; his way of life. It is that by which he creates his own life and thus creates the society in which he lives. (Reich,1971,p.15)

Figure 1

The Career Conscious Individual



Self: Unique Person, Total Life Style

Others: Interdependency, Cooperation

Education: Understands Purpose, Sees Relationship Between Self, Education and Society

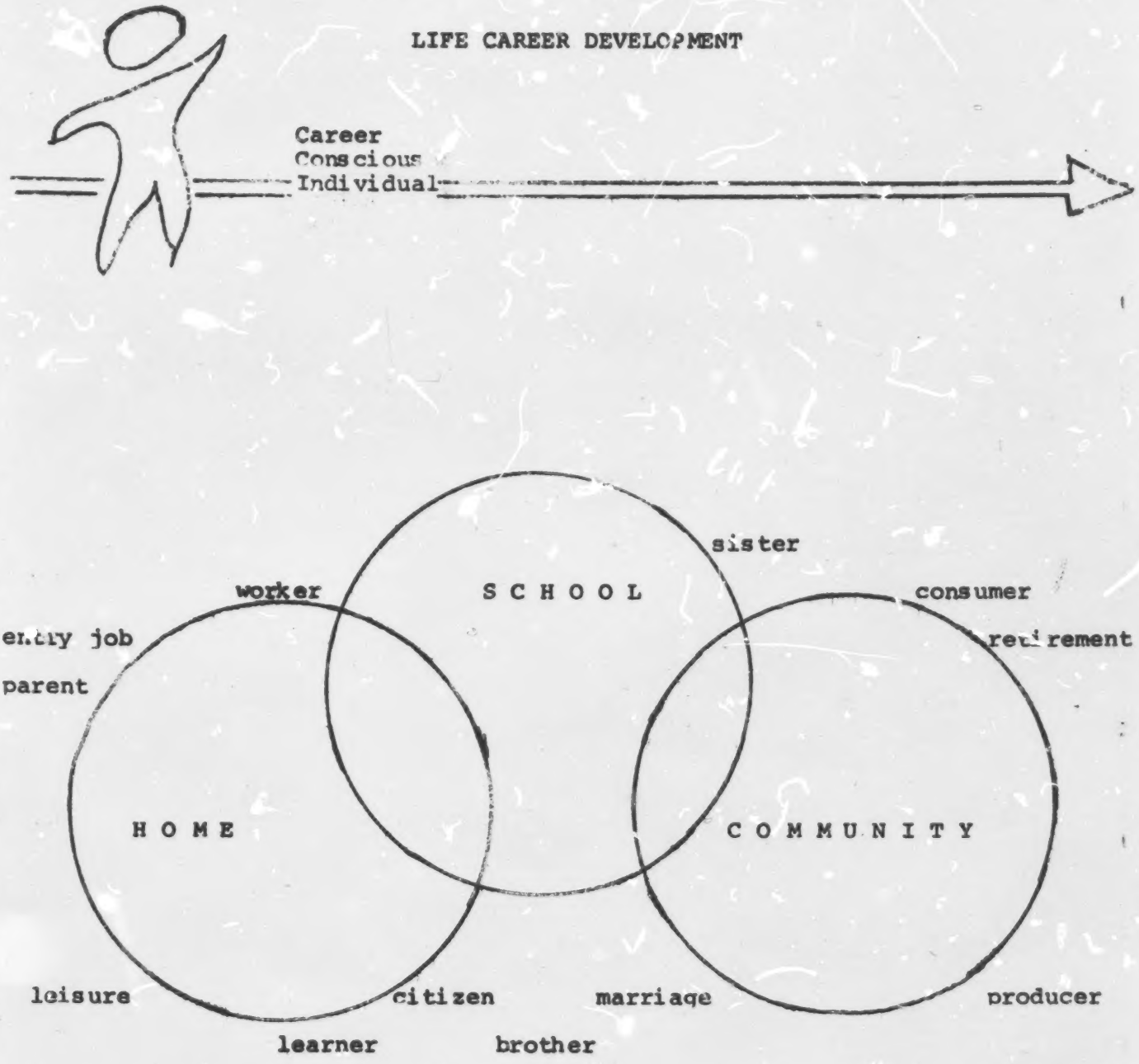
Work Tasks: Challenge, Proof of Ability

Work Place: Opportunity to Achieve

The Career Conscious Individual Career Education Model is based upon life career development concepts and principles. The word life indicates that the focus is on the total person, on all aspects of his growth and development over the life span. The word career identifies and relates the many settings in which people find themselves--home, school, occupation, community; the roles which they play--student, worker, consumer, citizen, parent; and the events which may occur in their lifetime--entry job, marriage, retirement. The word development is used to show that people are continually changing over their lifetime. We are always in the process of becoming. When used in sequence, the words life career development bring these separate meanings together, but at the same time they mean more than these words put together in sequence. Taken collectively, they describe the whole person--a unique person with his own life style. (See Figure 2.)

Figure 2

LIFE CAREER DEVELOPMENT



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The Career Conscious Individual Model has four basic interrelated knowledge, skill and attitude domains: self knowledge and interpersonal skills, knowledge of work and leisure worlds; career planning knowledge and skills; and basic studies and occupational preparation. These domains are represented in Figure 3 and are discussed in some detail in the following paragraphs.

Self knowledge and Interpersonal Skills

In the self knowledge and interpersonal skills domain, the content and activities focus on helping individuals understand themselves and others. The main concepts of this domain involve the individual's (1) awareness and acceptance of self, (2) the awareness and acceptance of others, and (3) the development of interpersonal skills. Within this domain, the individual begins to develop an awareness of his personal characteristics--interests, aspirations, aptitudes, abilities, and values and the characteristics of others. The individual learns techniques for self appraisal and analysis of his personal characteristics in terms of a real-ideal self continuum and begins to formulate plans for self improvement. The individual becomes knowledgeable about the interactive relationship of self and environment in such a way that he develops personal standards and a sense of purpose in life.

Outcome in this domain reflect a person who can utilize self knowledge in life career planning and in the fostering of positive interpersonal relations. The individual will be self directed in that he will accept responsiblility for his own behavior.

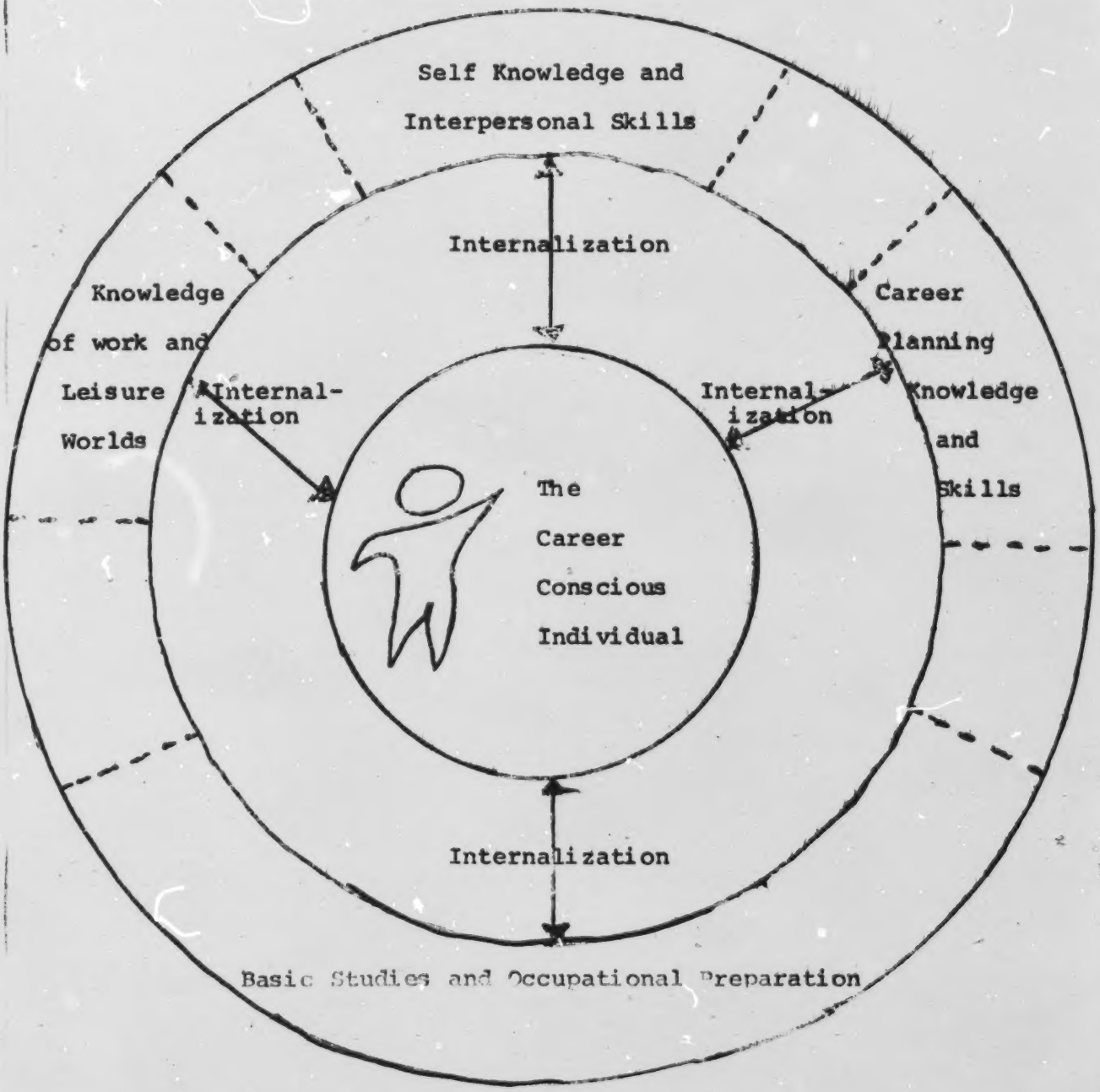
Knowledge of Work and Leisure Worlds

The content and activities found in the knowledge of work and leisure worlds domain emphasize an understanding of the structure and basic dimensions of the world of work. Individuals learn that there are many occupations and industries which comprise the world of work and that these occupations and industries can be grouped in a number of ways. Such groupings serve as an avenue through which individuals learn of the similarities and differences among the work, workers and work places. Emphasis is placed on the individual's learning of selected associations among specific job requirements and characteristics and personal skills, interests, values, and aspirations. The rapidity of social and technological change and other factors affecting the flux of the work force and the work situation are elements considered in this domain.

The individual begins to view the basic dimensions of the worlds of work and leisure in three perspectives--sociological, psychological, and economic. The sociological dimension encompasses such components as societal limitations on the individual's choice of occupation and the purposes of work and leisure. The economic component refers to such considerations of job choice as amount of pay, number of hours, fringe benefits, and the cost of various leisure activities. The psychological perspective refers to the amount and kind of personal satisfaction an individual receives from his work and his leisure and the internal factors which affect this satisfaction. As a result of learning about the interaction of these component parts of the worlds of work and leisure, the individual learns of the reciprocal influences of work, leisure activities and life style preferences.

Figure 3

Educational Components to Develop
The Career Conscious Individual



Career Planning Knowledge and Skills

The career planning knowledge and skills domain contains content and activities designed to help individuals (1) understand that decision-making and planning are important tasks in everday life, (2) recognize the need for life career planning, and (3) value planning. The central focus of this domain is the mastery of decision-making skills as related to life career planning. The individual begins to develop skill in this area by identifying the elements of the decision-making process. He develops skill in gathering information from all relevant sources, both external and internal, and learns to utilize the collected information in making informed and reasonable decisions. A major aspect of this learned process involves the appraisal and application of personal values as they are related to prospective plans and decisions. The individual begins to engage in planning activities and to understand that he can influence his future by applying such skill. He begins to accept the responsibility for making his own choice for managing his own resources, and for directing the future course of his life.

Other dimensions in this domain include the concepts of change, space and time as they affect career planning. The individual learns of the potential impact of change in modern society and of the necessity of being able to project oneself into the future. In this way, he begins to predict the future and to forsee alternatives which he may choose and to plan to meet the requirements of preferred life career alternatives. From a point where the individual acquires knowledge of the decision-making process, he progresses to a point where he exhibits confidence in his decision-making skills. The major educational goals

within this domain are directed toward producing individuals who value planning and who formulate reasonable life-career plans.

Basic Studies and Occupational Preparation

The fourth domain, basic studies and occupational preparation, is the largest in content and activities. This domain contains the basic skills which are developed in the core of a curriculum (langauge arts, social studies, mathematics, physical education and vocational education). These forms of preparatory education are included as a basic part of an individual's development, but they are viewed in a new interdisciplinary form. The education, work and leisure worlds are interrelated, as the primary content focus for knowledge acquisition and skill development in basic and vocational education. As the work, leisure and educational worlds undergo constant change, the need to provide individuals with the opportunity to update skills becomes increasingly apparent. Thus, a primary emphasis within this domain involves the acquisition and refinement of occupational skills throughout life.

Included in this domain are the skills required for seeking employment and/or further education, for obtaining entry-level employment, and for achieving satisfaction in a preferred occupational area.

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How???

to use this guide.

The following pages indicate representative types of objectives and activities which may provide an orientation toward careers. They are not intended as all-inclusive or as the ultimate in career education. A creative teacher can use this basis as a beginning for an infinite number of activities designed with a specific classroom in mind. Each day's experience with each individual student should suggest new possibilities.

A suggested procedure might be as follows:

1. Read the goals on pages 1-8 in order to gain a perspective for the entire career project.

2. Become familiar with activities relative to your subject area. Many activities are based in the social studies area, but may be equally applicable in other fields.

3. Select appropriate objectives in the "Table of Contents" and turn to the page numbers indicated for their representative activities.

4. Choose an activity and adapt it to meet the situation and students within the grade or class.

5. Utilize resource personnel (counselors, special teachers, community persons, etc.) to accomplish objectives.

6. Assess the activity in view of the outcomes.

No sequence of goals or activities is implied other than the developmental levels given following each general goal. It is intended that activities will be utilized as they are incorporated with other curricular pursuits.

The success or failure of career development lies in the willingness of professional teachers to view it as a means toward the accomplishment of a relevant school experience and in its subsequent enrichment of the various subject areas into a new educational fullness. It is with this goal in view that the five guides toward career-related activities are presented for classroom use.

1.0 SELF-KNOWLEDGE AND INTERPERSONAL SKILLS

1.1 The individual will have an understanding and acceptance of self that will enable him to make life-career decisions.

K-2 The individual will understand how people are alike and different.

3-5 The individual will develop the ability to assess his own characteristics.

6-8 The individual will assume responsibility for continuous self-appraisal.

SPECIAL ED.

Primary The individual will have a realistic concept of characteristics which make him unique.

Inter. The individual will come to accept himself as he is and will understand that his uniqueness will influence his life career decisions.

Secondary The individual will accept himself as he is, and make decisions about his life-career accordingly.

1.2 The individual understands that differences in attitudes, interests, abilities, and values affect life styles.

K-2 The individual will understand some of the things in his environment that affect life in his community.

3-5 The individual will understand the different ways people live.

6-8 The individual will understand that individual characteristics and ways of living are interrelated.

SPECIAL ED.

Primary The individual will understand that people are different.

Inter. The individual will tolerate and accept differences which affect the life style of himself and others.

Secondary The individual will respect the differences of people and accept this.

1.3 The individual will recognize the dignity and worth of himself and others.

K-2 The individual will understand that he is important.

3-5 The individual will understand the manner in which work may provide an opportunity for persons to demonstrate that they are worthwhile.

6-8 The individual will understand what makes a person feel worth while.

SPECIAL ED.

Primary The individual will have developed a healthy self-concept and will respect the value of others.

Inter. The individual will take pride in his own work and will appreciate the accomplishments of others.

Secondary The individual will realize he has self-worth.

1.4 The individual understands the interpersonal processes needed to get along with others and achieve personal goals.

K-2 The individual will understand his own behavior and the behavior of others.

3-5 The individual will recognize problem areas and develop skills for coping with these problems.

6-8 The individual uses communication skills necessary to relate to his peers and other people.

SPECIAL ED.

Primary The individual will understand that he must cooperate with others.

Inter. The individual will realize the value of basic social skills.

Secondary The individual will understand the importance for co-operation.

2.0 KNOWLEDGE OF WORK--LEISURE

2.1 The individual will understand that education and work are interrelated.

K-2 The individual will understand that what he learns in school is useful.

3-5 The individual will begin to understand that different kinds of work will require varying degrees and type of educational preparation.

6-8 The individual will know the educational qualifications for familiar career clusters (i.e.) ones he has been presented with in his career development program.

SPECIAL ED.

Primary The individual will understand that school is important.

Inter. The individual will understand that training is necessary.

Secondary The individual will understand that training is necessary.

2.2 The individual will understand that occupations and life styles are influenced by environmental variables.

K-2 The individual will understand that occupations and life styles vary.

3-5 The individual will understand that the jobs people have and the way they live are affected by the community.

6-8 The individual will realize that there are environmental factors that prohibit him from following certain careers.

SPECIAL ED.

Primary The individual will understand that his surroundings affect his life.

Inter. The individual will understand that his surroundings will influence his choice of occupation and life style.

Secondary The individual will recognize the necessity for narrowing his choice of occupation.

2.3 The individual will understand that career satisfaction depends upon a harmonious relationship between himself and his work environment.

K-2 The individual will understand that people work together.

3-5 The individual will understand that a satisfying career depends upon a good relationship between himself and his work.

6-8 The individual will know that his attitude toward his job, his ability to get along with others influence his satisfaction with his career.

SPECIAL ED.

Primary The individual will understand that he must function within the structure of his surroundings.

Inter. The individual will understand the necessity for rules in his surroundings.

Secondary The individual will understand that cooperation between his co-workers and boss effect his life.

2.4 The individual will understand the structure of the World of Work.

K-2 The individual will understand that there are many occupations.

3-5 The individual will understand that there are many kinds of occupations and responsibilities varying responsibilities within an occupation.

6-8 The individual will know that there is a relationship between careers and there are different levels of competences.

SPECIAL ED.

Primary The individual will understand that work exists for a purpose.

Inter. The individual will understand that there are different types of work.

Secondary The individual will understand that certain careers are dependent on others.

2.5 The individual will understand that there is a relationship between one's choice of work and the availability and the utilization of leisure time.

K-2 The individual will understand that he will have free time.

3-5 The individual will understand that his choice of work will affect his amount of leisure time.

6-8 The individual will understand that the amount and kind of leisure will depend upon his choice of work.

SPECIAL ED.

Primary The individual will understand that his choice of work is limited.

Inter. The individual will understand that his job will influence his leisure time.

Secondary The individual will understand that his life-career is dependent upon his abilities.

3.0 CAREER PLANNING

3.1 The individual will understand that life career develops through direction and is a life-long process.

K-2 The individual will understand that getting ready for a job takes a long time.

3-5 The individual will understand that the preparation he makes will affect his life career.

6-8 The individual will understand that he is continuously in the process of career development.

SPECIAL ED.

Primary The individual will understand that life consists of change.

Inter. The individual will understand that learning is a continual process.

Secondary The individual will understand that knowledge and training is unending in the preparation for life career.

3.2 The individual will understand that abilities, aptitudes, interests and personality affect career planning and development.

K-2 The individual will understand that people are different and will have different jobs.

3-5 The individual will understand that his personality and what he can do will affect the development of his career.

6-8 The individual will understand that his career planning and development are influenced by his personal attributes.

SPECIAL ED.

Primary The individual will understand that all people do different things.

Inter. The individual will understand why all people do different things.

Secondary The individual will understand that his abilities will be the basis for any choice of occupation.

3.3 The individual will learn to accept full responsibility for his decisions.

K-2 The individual will understand that he will have to make choices.

3-5 The individual will understand that he will be responsible for his decisions.

6-8 The individual will be able to accept the rewards and punishments for his actions.

SPECIAL ED.

Primary The individual will learn to accept the consequences of his actions.

Inter. The individual will learn the value of making proper decisions.

Secondary The individual will understand the consequences of making wrong decisions and the rewards for correct ones.

3.4 The individual will understand the environmental influences which affect the selection of and training for his occupation.

K-2 The individual will understand that his surroundings affect his life.

3-5 The individual will understand that his community will affect his work.

6-8 The individual will understand not all careers exist in all geographical areas.

SPECIAL ED.

Primary The individual will understand that his community is different from others.

Inter. The individual will learn how his community is different from others.

Secondary The individual will understand communities and their differences.

4.0 BASIC STUDIES AND OCCUPATIONAL PREPARATION

4.1 The individual will understand that he can learn to perform in a variety of occupations

K-2 The individual will understand that he can learn to do many things.

3-5 The individual will understand that he can perform successfully in a variety of jobs.

6-8 The individual will understand that he would be capable of learning several jobs.

SPECIAL ED.

Primary The individual will understand that he can perform various tasks.

Inter. The individual will understand that he is suited for a variety of jobs.

Secondary The individual will understand the necessity of training for several jobs.

4.2 The individual will recognize that the school curriculum and other educational experiences are interrelated with his life career.

K-2 The individual will understand that what he learns will be useful in later life.

3-5 The individual will understand that his education and experiences will affect his life career.

6-8 The individual will understand that most of his educational experiences will help him with his life career.

SPECIAL ED.

Primary The individual will understand that learning affects his life.

Inter. The individual will learn to relate various subject areas to life.

Secondary The individual will recognize that training and or education is necessary.

4.3 The individual will have a marketable skill upon leaving the educational system.

K-2 The individual will understand that he will have a job.

3-5 The individual will be able to get a job by the time he leaves school.

6-8 The individual will understand that he must have a marketable skill upon leaving the educational system.

SPECIAL ED.

Primary	The individual will recognize the importance of self-care skills.
Inter.	The individual will understand and apply self-care skills.
Secondary	The individual will exhibit an understanding for the necessity of good personal hygiene.

GRADE LEVEL: 9-12

DOMAIN: SELF

SUBJECT AREA: SOCIAL STUDIES VOC. EDUCATION

GOAL NUMBER: 1.1 The individual will have an understanding and acceptance of self that will enable him to make life-career decisions.

OBJECTIVE: 1.1.1 The student will analyze in writing his own interests and their connection with possible future careers.

ACTIVITIES	OUTCOMES
1. Student will take the Kuder Interest Inventory. Teacher or counselor will discuss outcome of Inventory with the student. 2. Organize a class discussion on the relationship between careers and interests. 3. Students of like interests form a group and discuss possible careers. 4. Student will write a paper comparing his interests with his possible career choice.	Analyze each students interests. Student will be able to compare his interests with ability and then realistically match them with a career choice.

GRADE LEVEL: 9-12

DOMAIN: SELF
GOAL NUMBER: 1.1
OBJECTIVE: 1.1.2 Student can list his assets and limitations.

SUBJECT AREA: PSYCOLOGY

ACTIVITIES	OUTCOMES
1. Have each student write one asset and one limitation for every other student in class. 2. Have each student write a list of his own assets and limitations. 3. Give each student a copy of assets and limitations that was written by the other students. 4. Have a speaker (who appears to have a number of limitations but who has accepted these and been successful) discuss the importance of accepting limitations. 5. Have student list his assets and limitations.	An awareness of one's limitations as observed by peers. Stressing the importance of assets and how to overcome or improve the limitations.

GRADE LEVEL: 9-12

DOMAIN: SELF
GOAL NUMBER: 1.1
OBJECTIVE: 1.1.3 Student can list job expectations that are consistent with his attributes.

SUBJECT AREA: SOCIAL STUDIES
VOC. EDUCATION

ACTIVITIES	OUTCOMES
1. Student make a list of jobs that would be reasonable considering his interests.	The student will list at least 10 occupations that would utilize his interests.

GRADE LEVEL: 9-12

DOMAIN: SELF

SUBJECT AREA: ENGLISH PSYCHOLOGY

GOAL NUMBER: 1.2 The individual understands that differences in attitudes, interests, abilities, and values affect life styles.

OBJECTIVE: 1.2.1 The student can, in writing, appraise his own abilities, interests, attitudes, and values.

ACTIVITIES	OUTCOMES
1. The student will write an autobiography or personal resume which will include abilities, interests, attitudes and values. 2. The student will prepare personal profiles using results from interest, achievement and apptitude tests as interpreted with the counselor.	Evaluate the students evaluation of his history. Evaluate profiles and self appraisals.

GRADE LEVEL: 9-12

DOMAIN: SELF
GOAL NUMBER: 1.2
OBJECTIVE: 1.2.2 The student can organize in writing self appraisal information into strengths and limitations.

SUBJECT AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. Student will discuss his school record including grades and achievement in all subjects with his counselor to help identify his strengths and weaknesses. 2. The student will prepare a personal inventory form which can be used for occupational employment. 3. The student will list strengths and limitations based on both school and non-school experiences and relate these to the world of work using materials from the guidance resource center.	Evaluate the list of strengths and weaknesses.

DOMAIN: SELF

GRADE LEVEL: 9-12

GOAL NUMBER: 1.3 The individual will recognize the dignity and worth of himself and others.

OBJECTIVE: 1.3.1 The student can explain in writing that people can achieve dignity and worth by work.

SUBJECT AREA: BUSINESS EDUCATION
ECONOMICS

ACTIVITIES	OUTCOMES
1. Student make a list of men and women that he respects in the community. Discuss why they are respected. Are they respected because of their jobs? 2. Assuming the student is planning to start a business and needs 10 employees, he makes a list of whom he would like to hire. Discussion - does he want these because they are worth more to him? Are they respected because of the work they are doing now?	Student will list 10 community people and explain how they have achieved dignity and worth by their work.

GRADE LEVEL: 9-12

DOMAIN: SELF
GOAL NUMBER: 1.3
OBJECTIVE: 1.3.2 The student will examine his own values and attitudes toward himself as an individual.

SUBJECT AREA: PSYCHOLOGY OR FAMILY LIVING

ACTIVITIES	OUTCOMES
1. Read and discuss Hauighhursts Developmental Tasks (which can be secured from counselor) 2. Show films - 1) "To be a Man" 2) "To be a Woman" 3) "To be in Love" (Billy Budd Films Incorporated) 3. Discuss questions with films. 4. Students react on paper to each film.	Student will write a 2 page paper examining his values and attitudes.

GRADE LEVEL: 9-12

DOMAIN: SELF
GOAL NUMBER: 1.3
OBJECTIVE: 1.3.3 The student will examine and expose the sources of occupations prejudices.

SUBJECT AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. Student will select an occupation that he would not consider entering because it is unattractive to him. He will then analyze it in respect to its value to society in general. 2. A trail can then be formed in which the three students discuss their findings. 3. Given a list of the occupations chosen by the class, each student will rank them according to his preference. 4. Class will discuss the results of the ranking list.	Students will list his reasons for disliking 5 occupations.

GRADE LEVEL: 9-12

DOMAIN: SELF
GOAL NUMBER: 1.3
OBJECTIVE: 1.3.4 The student can explain in writing how his job meets the needs of individuals and society.

SUBJECT AREA: BUSINESS EDUCATION
ECONOMICS
VOC. EDUCATION

ACTIVITIES	OUTCOMES
1. Discuss the needs of individuals and society. 2. Discuss how jobs can satisfy these needs. 3. Students write how his future job will satisfy his needs and the needs of society.	Awareness of job satisfaction in relation to his needs and needs in society.

DOMAIN: SELF

GRADE LEVEL: 9-12

GOAL NUMBER: 1.4 The individual understands the interpersonal processes needed to get along with others and achieve personal goals.

SUBJECT AREA: PSYCHOLOGY

OBJECTIVE: 1.4.4 The student can explain in writing the impact of another persons' feelings and values and their relationship to his own.

ACTIVITIES	OUTCOMES
1. Class discussion - each student discussing the situation when he was last influenced by other people. 2. Each student discuss the situation the last time he influenced someone's decision. 3. Each student explain in a 3 minute speech how his parents' values and feelings effect his actions. 4. Each student explain in writing how other people's feelings and values have effected his own values and feelings.	Evaluate written assignment and speeches.

GRADE LEVEL: 9-12

DOMAIN: SELF
GOAL NUMBER: 1.4
OBJECTIVE: 1.4.2 The student can explain his unalienable right to choose an occupation to the dignity of man.

SUBJECT AREA: CONTEMPORARY ISSUES ECONOMICS

ACTIVITIES	OUTCOMES
1. Students will prepare a project comparing and contrasting the degree of job choice in a democracy and communistic nation, analyzing political and economic degrees of freedom. 2. The student will plot on a political and economic spectrum with communistic at one end and democratic at the other, the position of relative job choice for each. The student will justify his position through research.	The student will be able to prepare a written report on a given occupational contribution to society.

DOMAIN: WORK & LEISURE

GRADE LEVEL: 9-12

GOAL NUMBER: 2.1 The individual will understand that education and work are interrelated.

SUBJECT AREA: SOCIAL STUDIES ECONOMICS

OBJECTIVE: 2.1.1 The student can explain that changing job characteristics require specialized education, preparation and training.

ACTIVITIES	OUTCOMES
1. Have each student take a specific job and tract its evolution. 2. Class discussion on results. 3. Students interview people in community in relation to their evolution to their present job. 4. Industrial speaker to discuss evolutions of job characteristics in his area. 5. Students research the education needed, where found, preparation and training for two job training areas. 6. The student will interview people involved in different occupations and compare them on the basis of education preparation and training. 7. The student will select two occupations which interest him and visit the work-site to observe the type of work done and relate and compare the training and education required in each after interviewing the workers.	When given selected occupations the student will tract the evolution and relate it to the education and retraining program.

GRADE LEVEL: 9-12

DOMAIN: WORK & LEISURE
GOAL NUMBER: 2.1
OBJECTIVE: 2.1.2 The student can explain how job obsolescences and job promotion require worker training.

SUBJECT AREA: SOCIAL STUDIES
VOC. EDUCATION

ACTIVITIES	OUTCOMES
1. The student should interview local employees to determine how job market requires new skills. Report on periodical article dealing with unemployment. Newspaper analysis; help wanted ads. 2. Student will research occupations to discover requirements for promotions. 3. Class discussion on the social problems created by job obsolesence and the possible solutions to the problems. 4. Bring in labor and management leader to discuss the topic of job obsolescence and retraining. 5. Personal director or other executive come into the class to speak on promotion in job and what it takes to be promoted. 6. Teacher presentation and class discussion on promotion and additional training.	The student will be able to list 10 occupations that have become obsolete in the last 10 years.

GRADE LEVEL: 9-12

DOMAIN: WORK & LEISURE
GOAL NUMBER: 2.1
OBJECTIVE: 2.1.3 The student will explain how the subject he is currently taking relates to different occupational possibilities.

SUBJECT AREA: ALL SUBJECT MATTER AREAS

ACTIVITIES	OUTCOMES
1. Learning activities in all High School classes will relate to job orientated situations. 2. A representative of various occupations will relate to the class examples of how they have utilized their education in on-the-job experience. 3. The students will debate the relevancy of the course to our world of work.	When given five different occupations the student will explain how subjects he is now taking relate to the different occupations

GRADE LEVEL: 9-12

DOMAIN: WORK & LEISURE
GOAL NUMBER: 2.1
OBJECTIVE: 2.1.4 The student can explain the relationship between learning and earning through on-the-job experience.

SUBJECT AREA: SOCIAL STUDIES VOC. EDUCATION

ACTIVITIES	OUTCOMES
1. Speaker - local business management personnel to speak on the availability of advancement through job experience. 2. Films on - "Your Job - Getting Ahead." 3. Filmstrips - on jobs and continuing education.	When given a particular situation the student can relate and explain how earning is a direct result of learning and relearning.

DOMAIN: WORK & LEISURE

GRADE LEVEL: 9-12

GOAL NUMBER: 2.2 The individual will understand that occupations and life styles are influenced by environmental variables.

SUBJECT AREA: PSYCHOLOGY
SOCIAL STUDIES
VOC. EDUCATION

OBJECTIVE: 2.2.1 The student can explain that his career will determine his friends, associates, and status in the community.

ACTIVITIES	OUTCOMES
1. Discuss who are each student's closest friends and why. 2. Discuss who are their parents' friends and why. 3. Discuss how people attain status in the community. 4. Teacher presentation and class discussion on how people select their friends and associates. 5. The students will rank occupations from a list of 15 found in the community according to the status they feel they hold. 6. The student will interview ten people asking them questions concerning their own status, and the status of friends, and associates.	Student can explain in writing on 2 pages that his career will determine his friends, etc.

GRADE LEVEL: 9-12

DOMAIN: WORK & LEISURE
GOAL NUMBER: 2.2
OBJECTIVE: 2.2.2 The student can explain the direct and indirect influence upon the nature and structure of work by laws, labor mgt., professional associations, and licensing requirements.

SUBJECT AREA: SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. Interview local lawyer or C.P.A. 2. Class discussion. 3. Students list direct and indirect influences that laws exert upon work. 4. Film.	Given an occupation the student will be able to list the direct and indirect influences upon that occupation by laws, labor mgt., professional associations and licensing requirements.

GRADE LEVEL: 9-12

DOMAIN: WORK & LEISURE
GOAL NUMBER: 2.2.
OBJECTIVE: 2.2.3 The student can identify the characteristics of life style that correspond with various occupations.

SUBJECT AREA: SOCIAL STUDIES AND/OR ENGLISH VOC. EDUCATION

ACTIVITIES	OUTCOMES
1. Speakers discuss their occupations and their life styles. 2. Student interview a person in the community to discuss the persons life style and occupation. Class discussion comparing each interview. 3. Student list 10 occupations and describe the life style that corresponds with the occupation.	Given a series of different life styles and occupations he will be able to relate them and group them.

GRADE LEVEL: 9-12

DOMAIN: WORK & LEISURE
GOAL NUMBER: 2.2
OBJECTIVE: 2.2.4 The student will take an occupational cluster and chart of jobs and indicate the new jobs that have developed in the last 10 years.

SUBJECT AREA: SOCIAL STUDIES
VOC. EDUCATION

ACTIVITIES	OUTCOMES
1. The students either individually or in groups will research an occupational cluster and prepare a chart of the occupations that exist within that cluster indicating the new jobs that have emerged. 2. Show a film on an occupational cluster.	Student will, given 2 occupational clusters, list 5 jobs that have developed in the last 10 years.

GRADE LEVEL: 9-12

SUBJECT AREA: SOCIAL STUDIES

DOMAIN: WORK & LEISURE

GOAL NUMBER: 2.3 The individual will understand that career satisfaction depends upon a harmonious relationship between himself and his work environment.

OBJECTIVE: 2.3.1 The student can identify factors which contribute to the dignity of work.

ACTIVITIES	OUTCOMES
1. A student is assigned or selects an occupation and reports on the reasons why this job is satisfying. 2. The class will develop a survey instrument. 3. Each student will administer the survey to at least one worker. 4. A selected group of students will compile the results of the survey. 5. Discussion of results and how it relates to them.	The student will list 10 factors which contribute to the dignity of work.

GRADE LEVEL: 9-12

SUBJECT AREA: SOCIAL STUDIES
PSYCHOLOGY

DOMAIN: WORK & LEISURE
GOAL NUMBER: 2.3
OBJECTIVE: 2.3.2 The student can point out ways in which career activities in themselves can contribute to personal growth and satisfaction.

ACTIVITIES	OUTCOMES
1. Describe your most satisfying experience in a work activity. 2. Interview persons whom you feel are happiest in their careers, and identify reasons. Tape the interview and play it for group analysis. 3. Research the relationship between salary and job satisfaction in one career area. 4. Select two persons in the same occupation. Interview them from a list of interview questions and compare their job satisfaction in a written/oral report.	The teacher will judge the adequacy of the student's activities either by subjective grading or reports, or by objective testing.

GRADE LEVEL: 9-12

DOMAIN: WORK & LEISURE

GOAL NUMBER: 2.4 The individual will understand the structure of the World of Work.

OBJECTIVE: 2.4.1 The student will be able to differentiate the various methods of classifying occupations.

SUBJECT AREA: SOCIAL STUDIES
VOC. EDUCATION

ACTIVITIES	OUTCOMES
1. An explanation will be given to the student by various methods of occupational classification by the teacher. The categories of classification should include job clusters, industrial, geographic, economic factors. Students will develop charts and a chalkboard list explaining why certain jobs can be classified or placed into many categories.	Student will give a written explanation of 4 various methods of classifying jobs and classify 20 jobs by each method.

GRADE LEVEL: 9-12

SUBJECT AREA: SOCIAL STUDIES
VOC. EDUCATION

DOMAIN: WORK & LEISURE
GOAL NUMBER: 2.4
OBJECTIVE: 2.4.2 The student can, given a product of todays work world, identify occupations which contribute to the finished product.

ACTIVITIES	OUTCOMES
1. Assign a student committee to bring local products and identify the occupations that were necessary to produce them. (oral and/or written) 2. Visit a local industry and observe their computer printouts. Tracing parts of a product and product place in larger units.	When given a product the student will be able to list the occupations which contributed to the production of this product.

GRADE LEVEL: 9-12

DOMAIN: WORK & LEISURE
GOAL NUMBER: 2.4
OBJECTIVE: 2.4.3 The student can explain the outcome of work (status, economic benefits, security.)

SUBJECT AREA: SOCIAL STUDIES
VOC. EDUCATION

ACTIVITIES	OUTCOMES
1. Interview ten working people on what personal and financial rewards are gained through work.	Corralate the results and hand in a chart of the results.
2. The student will research the area of personal and financial rewards that can be gained through work.	Project to be judged on completeness.
3. A debate on what is more important that can be gained through work--personal rewards or financial.	Evaluation written of the debate.
4. List the expectations desirable to a student.	

GRADE LEVEL: 9-12

DOMAIN: WORK & LEISURE
GOAL NUMBER: 2.4
OBJECTIVE: 2.4.4 The student can explain the concepts of production, distribution, and consumption and their economic relationship.

SUBJECT AREA: SOCIAL STUDIES
VOC. EDUCATION

ACTIVITIES	OUTCOMES
1. Have speaker from local business and/or industry. 2. Class discussion. 3. Films and filmstrips.	Student will write a concise definition of the terms and explain their relationship to each other.

DOMAIN: WORK & LEISURE

GRADE LEVEL: 9-12

GOAL NUMBER: 2.5 The individual will understand that there is a relationship between one's choice of work and the availability and the utilization of leisure time.

SUBJECT AREA: SOCIAL STUDIES
VOCATIONAL COURSES
P.E.

OBJECTIVE: 2.5.1 The student will explore the relationships between one's leisure time activities and his occupation.

ACTIVITIES	OUTCOMES
1. Students can research local employment sources and find out various attitudes toward vacations, company-sponsored leisure time events, etc. 2. Students can determine own needs for vacations, picnics, basketball games, etc. in a school situation and compare it to needs of worker. 3. Students attempt to make an examination of types of leisure time activities entered into by his parents, etc.	The activity is the outcome.

GRADE LEVEL: 9-12

DOMAIN: WORK & LEISURE
GOAL NUMBER: 2.5
OBJECTIVE: 2.5.2 The student can analyze his own need for creative activity in use of leisure time.

SUBJECT AREA: PSYCHOLOGY
SOCIAL STUDIES
P.E.

ACTIVITIES	OUTCOMES
1. Students will use the list of occupations from the Occupational Outlook Handbook and list three which appeal to them as leisure time pursuits. 2. Students will evaluate his own present leisure time activities and their relation to the world of work. 3. Student can evaluate his own present occupation (students and/or other job) and show how it affects his choice of leisure time activities. 4. Students will react to the following statement: "Leisure time should be used for activities opposite to activities engaged in at work."	Student will write a "Crystal Ball" paper predicting his occupational activities twenty years hence and how this might effect his leisure time.

DOMAIN: WORK & LEISURE
GOAL NUMBER: 2.5
OBJECTIVE: 2.5.3 The students will be able to generalize how leisure time activities complement work experience.

GRADE LEVEL: 9-12

SUBJECT AREA: SOCIAL STUDIES P.E.

ACTIVITIES	OUTCOMES
1. Have the students list the beneficial use of leisure time activities, hobbies, part-time work, etc. 2. Students will report on part-time or summer jobs and attempt to relate them to skills achieved or developed in their leisure activities. 3. Examine psychological studies and report the results of tests which measure interests and relate them to a vocation and/or vocational choice.	Student will write an essay on how his or her leisure time activities complement work experience.

GRADE LEVEL: 9-12

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.1 The individual will understand that life career develops through direction and is a life-long process.

OBJECTIVE: 3.1.1 The student can explain how many occupations offer a series of advancement opportunities.

SUBJECT AREA: SOCIAL STUDIES
VOC. EDUCATION

ACTIVITIES	OUTCOMES
1. Speaker - Have a personnel manager talk about the basis for advancement in his occupation. 2. Film - (Possibly made by the U.S. Army, discussing advancement in the armed services.) 3. Have each student explain the advancement possibilities in his career choice. 4. Class discussion.	The student will be able to list the advancement opportunities in at least 10 occupations.

GRADE LEVEL: 9-12

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.1
OBJECTIVE: 3.1.2 The student will discover the existance of some of the new materials which can aide him in sequential planning for his career development.

SUBJECT AREA: PSYCHOLOGY
LIBRARY
SOCIAL STUDIES

ACTIVITIES	OUTCOMES
1. The students will take a scheduled time and use the WISC Reader Printer on an occupation of his choice. 2. He will discover and report on the progressive steps necessary for him (or her) to enter this occupation. He will identify a particular education or training school or program at each step. 3. Students will see the series of NEWEST films, and do a critique on them as far as their own needs, and the help the films give to them. Have them make constructive suggestions for these, or other films to be made in the future by professional groups. 4. Students can compile a resource file for use by future classes or for younger groups. 5. Student can make their own list on the steps in a process of career development and/or on material available.	Student can explain some of the new material available in sequential planning for career development.

GRADE LEVEL: 9-12

SUBJECT AREA: SOCIAL STUDIES VOC. EDUCATION

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.1
OBJECTIVE: 3.1.3 The student can explain that there is a line of advancement which requires personal adjustment.

ACTIVITIES	OUTCOMES
1. Fill out a personality inventory. 2. Show the relationship between personality adjustments and occupational success. 3. Teacher presentation and class discussion. 4. The student will explain the personal adjustment that must be made if he is to advance in his chosen occupation.	Student can explain in writing the specific line of advancement in 5 occupations and the personal adjustments for each.

GRADE LEVEL: 9-12

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.1

OBJECTIVE: 3.1.4 The student will demonstrate the use of resources in career planning.

SUBJECT AREA: ANY COURSE

ACTIVITIES	OUTCOMES
1. Speaker - Have a guidance counselor explain the system of filing. 2. Student will complete a project using information available to find out about possible career choices.	Evaluate projects on completeness and accurateness.

GRADE LEVEL: 9-12

SUBJECT AREA: SOCIAL STUDIES
VOC. EDUCATION

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.1
OBJECTIVE: 3.1.5 The student will base his career plans on accurate and pertinent career information.

ACTIVITIES	OUTCOMES
1. Have students make a list of criteria in occupational areas that will show accurate and pertinent career information. 2. Class discussion on results of these lists.	Essay question to have students show the necessary criteria related to career information.

GRADE LEVEL: 9-12

SUBJECT AREA: SOCIAL STUDIES

DOMAIN: CAREER PLANNING

GOAL NUMBER: 3.2 The individual will understand that abilities, aptitudes, interests and personality affect career planning and development.

OBJECTIVE: 3.2.1 The student can describe the factors which will have relevance for his career decisions.

ACTIVITIES	OUTCOMES
1. Have each student write his personal goals in life.(social, religious, and occupation) 2. Class discussion - What will affect the possibility of attaining their goals? 3. Have each student describe in writing the factors that will affect his career decision.	Students will realize 10 factors which affect their goal attainment. Student will realize 10 factors that will affect his career decision..

GRADE LEVEL: 9-12

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.2
OBJECTIVE: 3.2.2 The student can list his expectations from an occupational experience.

SUBJECT AREA: SOCIAL STUDIES
VOC. EDUCATION

ACTIVITIES	OUTCOMES
1. List the expectations desirable to a student. 2. Research occupational area to determine status, economic benefit and security, that are usually associated with this occupation. 3. Panel presentation dealing with the usual rewards that are desirable to individuals and society. Examine attitudes toward rewards and outcome of work. 4. Discuss what is "really" important as far as work outcome is concerned.	Evaluate papers or possible oral presentation of paper for student evaluation. Student and teacher evaluation of presentation (panel presentation)

GRADE LEVEL: 9-12

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.2
OBJECTIVE: 3.2.3 The student can explain the relationship between advancement and willingness to accept responsibility.

SUBJECT AREA: SOCIAL STUDIES VOC. ED.

ACTIVITIES	OUTCOMES
1. Have a class discussion on importance of responsibility of careers advancement. 2. Write a paper on or diagram the advancement in a given occupation to show how one can accept career responsibility. 3. Interview people in the community who have advanced in their chosen occupations to determine why and how they have advanced.	When given 5 successful people in the community the student will explain what personal qualities contributed to his success.

GRADE LEVEL: 9-12

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.3 The individual will learn to accept full responsibility for his decisions.
OBJECTIVE: 3.3.1 The student can explain how each decision he makes will have important implications for his future.

SUBJECT AREA: PSYCHOLOGY

ACTIVITIES	OUTCOMES
1. Speakers discuss the implications of decision on future. (banker, minister, others) 2. Student discuss a recent decision he made and what he thinks the implications will be.	Student develop the ability to examine the importance in decision making and how it relates to his future.

GRADE LEVEL: 9-12

DOMAIN: CAREER PLANNING

SUBJECT AREA: VOC. EDUCATION

GOAL NUMBER: 3.4 The individual will understand the environmental influences which affect the selection of and training for his occupation.

OBJECTIVE: 3.4.1 The student can explain how technological changes may affect employment opportunities and task requirements of various occupations.

ACTIVITIES	OUTCOMES
1. Film - "What Is Automation?" 2. Speaker - (Possibly a production manager to speak on technological changes and their effects on employee. 3. Class discussion. 4. Students will list some examples of technological changes that have affected jobs.	Evaluation of students list of 10 changes.

GRADE LEVEL: 9-12

DOMAIN: CAREER PLANNING

SUBJECT AREA: VOCATIONAL EDUCATION

GOAL NUMBER: 3.4

OBJECTIVE: 3.4.2 The student can explain that his career choice may be influenced by job opportunities in his geological area.

ACTIVITIES	OUTCOMES
1. Filmstrip - "Where Will You Live and Work?" 2. Teacher presentation. 3. Class discussion.	Student list 5 occupations which are not available in our area and 5 which are available but are not available in other geographical areas.

GRADE LEVEL: 9-12

DOMAIN: CAREER PLANNING
GOAL NUMBER: 3.4
OBJECTIVE: 3.4.3 The student can identify the effects of peers, family, significant adults, community, geography and economics on career development.

SUBJECT AREA: PSYCHOLOGY

ACTIVITIES	OUTCOMES
1. Students report to class on how environment and individual potential would influence specific occupations. 2. Class discussion on environmental and individual factors that influence career development.	Given an occupation the student will show how the environment influences it.

GRADE LEVEL: 9-12

DOMAIN: BASIC STUDIES AND OCCUPATIONAL PREPARATION

GOAL NUMBER: 4.1 The individual will understand that he can learn to perform in a variety of occupations.

OBJECTIVE: 4.1.2 The student will identify the talents that he has and locate three to five jobs that would utilize these talents.

SUBJECT AREA: SOCIAL STUDIES
PSYCHOLOGY
VOC. ED.

ACTIVITIES	OUTCOMES
1. The student will subjectively, through self analysis, develop a list of talents he possesses and find 3 to 5 jobs that would utilize these talents. 2. The student through interest, personality, etc. tests will develop a list of talents he possesses and find three to five jobs that would utilize these talents. 3. The student will develop a list of talents he has by finding out what others think of him and find 3 to 5 jobs that would utilize these talents.	When given access to vocational information he will select five jobs (vocations) which will utilize his talents.

GRADE LEVEL: 9-12

DOMAIN: BASIC STUDIES
GOAL NUMBER: 4.2 The individual will recognize that the school curriculum and other educational experiences are interrelated with his life career.
OBJECTIVE: 4.2.1 The student can describe how his educational training affects his employability potential.

SUBJECT AREA: SOCIAL STUDIES VOC. ED.

ACTIVITIES	OUTCOMES
1. Speaker - A person employed in community to discuss the effect of his education on employability. 2. Film - "Dropping Out. Road to Nowher" - L.T.I. Career Information Center. "You Can Go A Long Way" - Encyclopedia Britanica. "Jobs and Continuing Education" - McGraw-Hill 3. Student write paper explaining how each of his classes will effect his employability. 4. Class discussion.	Realizing the importance of back-ground courses for employable success.

GRADE LEVEL: 9-12

DOMAIN: BASIC STUDIES AND OCCUPATIONAL PREPARATION

GOAL NUMBER: 4.2

OBJECTIVE: 4.2.2 The student can explain the relationship between personal attitudes in high school and employability.

SUBJECT AREA: SOCIAL STUDIES AND/OR PSYCHOLOGY

ACTIVITIES	OUTCOMES
1. The student will identify, in writing, his positive and negative personal attitudes and explain the relationship to his present and future employability. 2. The student will fill out personality inventory. 3. Discuss the relationship of personality and career planning.	When given certain personal attitudes the student can tell how they relate to his employability.

GRADE LEVEL: 9-12

DOMAIN: BASIC STUDIES AND OCCUPATIONAL PREPARATION

GOAL NUMBER: 4.3 The individual will have a marketable skill upon leaving the educational system.

OBJECTIVE: 4.3.3 The student will choose an occupation area in which he would like to work. The student will explain the factors necessary for competency in this occupational area. The student will analyze himself and compare his competencies to those needed in his occupational area. The student will explain how he can pick up the competencies he lacks.

SUBJECT AREA: SOCIAI STUDIES ANL/OR ENGLISH - VOC. ED.

ACTIVITIES	OUTCOMES
1. The student will do occupational research using primary and secondary sources to determine the competencies necessary in his occupational area. The student will do self-analysis through the use of self-analysis activities. The student will research areas that will help him pick up the deficiency. 2. Teacher presentation and classroom discussion. 3. If you have several people interested in the same area, let them work in groups.	Give tests to determine competency as related to an occ pation.

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I hope that these objectives may be reached and that Career Development may become meaningful for each student in the Montgomery County R-II Schools.

Benny L. Gooden